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Methods for Developing the Dexterity of Primary School Students Using Outdoor Games

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ANNOTATION

The article highlights the methods of development of junior schoolchildren with the help of high-speed games of various kinds and national character.

KEYWORDS: Agility development, standing long jump, rope jumping, shuttle running, running exercises.

Decree of the President of the Republic of Uzbekistan "On measures to further ensure and popularize the physical culture of Uzbekistan, number PF-5924" In order to develop a comprehensively mature and modern healthy generation, a health-improving program has been developed. The need for a strong renewal of organizations to improve skills and knowledge in sports, the use of innovative forms and methods in the selection (selection) of talented athletes, as well as the selection of athletes among young people on the ground. Selection of effective athletes. City-Region-Republic with high productivity and export.

For this, it is necessary to popularize physical culture among the general population, including students of general education schools, students and students of professional and higher educational institutions. In particular, the three-stage sports competitions in our country, which are the main link in the "seed of hope" sports competitions, arouse the interest of schoolchildren in physical culture and sports day after day. An important role in improving the physical education of primary schoolchildren is played by outdoor games. The organization of physical education and extracurricular activities for children of this age, as well as their orientation towards a certain orientation, educate skills, habits that persist throughout life. During this period, the child's interest in physical culture increases. First of all, physical education is faced with the task of increasing the effectiveness of the education process in the classroom. The content of physical education programs in the Bund will depend on the widespread use of physical education tools and methods. The pedagogical process is formed taking into account the practical psychophysiological capabilities, physical education at school is distinguished by its diversity and requires independence, initiative, organizational activity, resourcefulness from students. The focus of this problem is the fact that, according to information on the Internet, annually more than 30 thousand children have low vision during a preventive examination and more than 20 thousand cannot hear in the ear, and scoliosis of the trunk is also found. More than 30 thousand children are lagging behind in physical development. School age is a period of physical development and rapid growth of children. Therefore, it is necessary to create conditions for the physical development of schoolchildren.

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In physical education lessons with the primary school, when national and outdoor games are used in the established norm, the education process is improved, the quality of the speed of primary school students develops.

In the physical training of primary school age students, a specific problem is solved; in order to achieve a good result in this, it is necessary to choose the right tools and styles for those who are engaged in the correct planning of the educational process

The analysis of the main factors and indicators of experience in this regard focuses on effective tools, as well as methods of increasing mobility based on the functional capabilities of the body of schoolchildren. Studies have been conducted on the development of physical qualities of primary school students using various exercises. There is no statistical difference between experimental and control classes in terms of speed, speed-strength, agility.

In the experimental 1st grade, the results of running on 30 meters were 6.1 seconds for girls, 5.9 seconds at the end, the quality of acceleration during the experiment changed by 0.2 seconds. And this is the effect of the fast and fast strength exercises that are given in the experimental class.

At the beginning of the experiment, girls in the 2nd grade in the experiment experienced 0.7 changes in the quality of speed, while in boys the quality of speed worked for 5.9 seconds at the beginning of the experiment, the result at the end of the experiment was increased to 5.8 seconds. This increase occurs through brisk exercise and repetition techniques.

In experimental grades 3-4, girls at the beginning of the experiment ran 6.0. At the end of the experiment, the indicator changed by 5.9 seconds in grade 3. and 5.7 seconds in 4th grade. The reason for this change is to improve the quality of the impact of dexterity, targeted exercise in the experimental class.

At the beginning of the experiment, in the long jump from a standing position, the experimental first-graders jumped 113 cm, and at the end of the experiment - by 116 cm. In the course of the experiment, the quality of speed-power increased by 3 cm. In boys, 117 cm at the beginning and 120 cm at the end. During the experiment, the speed-strength quality increased by 2 cm. Such changes indicate that there is a connection between fast-exercises and fast-strength.

In girls of 2nd grade in the experiment, it was 115 cm at the beginning of the experiment and increased to 122 cm at the end of the experiment. In boys, the experiment increased to 140 cm at the beginning and 141 cm at the end.

In the experimental 3rd grade, girls jumped 122 cm at the beginning, 127 cm at the end of the experiment. The boys jumped 141 cm at the beginning of the experiment and 146 cm at the end of the experiment. This growth is influenced by national and active games used to develop agility.

During the experiment, the girls of the 4th grade who participated in the experiment showed a change by 1 cm, and in the boys - by 2 cm.

Analysis of the long jump test indicators shows that the growth of results is also associated with age. For example, for children under 6 years old, this indicator is lower than for children aged 9-10 years, and for girls - the best indicator for 9-10 years old.

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Doing a «shuttle run» is about getting information about the level of agility development. The 4x10 m sprint was 10.1 seconds for the 1st grade experimental girls and improved by 9.9 seconds at the end. National and action games given during the experiment changed by 0.2 seconds under the influence of exercise. The boys' agility improved by 0.5 seconds, at the beginning of the experiment the boys ran 10.0 seconds, and at the end by 9.5 seconds. Among the girls of the 2nd grade who participated in the experiment, the change in the quality of agility improved by 0.4 seconds; they ran 10.1 seconds at the beginning of the experiment, and 9.7 seconds at the end of the experiment. Such changes occur through national and action games that are given to the experience class.

Experiments in grades 3-4 in 4x10 running. Girls in grade 3 - 12.6 seconds at the beginning, and at the end, the indicator improved by 12.2 seconds. A girl in 4th grade ran 12.2 seconds at the beginning of the experiment, and the result improved by 11.9 seconds at the end. For boys in 3rd grade, the change was 12.4 seconds at the beginning, and 12.0 seconds at the end of the experiment. In the 4th grade, the indicator showed 12.3 seconds at the beginning of the experiment, and at the end it showed 12.0 seconds.

These numbers indicate that students' running at maximum speed is low. It was also noted in the literature that schoolchildren aged 6–10 years do not have a functional orientation to perform a load with this function. Such fast-acting muscle activity is observed in adolescents 12-14 years old.

Changes at the end of the experiment under the influence of physical fitness and exercises of schoolchildren of 6-10 years old, as well as the national and motor games used, can be seen in the test «Jumping rope».

Experimental data show that the quality of speed changed by 60% due to the national games and outdoor games that we used in the elementary grades.

Thus, our research and observations show that to improve the quality of physical activity, physical fitness and dexterity of students, it is advisable to use national and motor games.

The level of dexterity development was assessed according to the results of the «Run30 m» test.

It should be noted that in 30 meters running the highest rate was set for boys aged 9-10 years, and the lowest for girls aged 6-8 years.

Also, depending on the level of physical fitness, age dynamics and gender, the indicator for girls is lower than that of boys.

Changes in indicators are observed in the experimental period in younger schoolchildren. (For example, running 30 m)

Table 1.

Class	Gender	n	30m running		The change
			At the beginning	In the end	
Experimental class					
1 class	Girl	5	6,1	5,9	0,2
	Boy	5	6,0	5,8	0,3
2nd grade	Girl	5	6,7	6,0	0,7

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	Boy	5	5,9	5,8	0,1
grade 3	**Girl**	5	6,0	5,9	0,1
	Boy	5	6,0	5,8	0,2
4th grade	**Girl**	5	6,0	5,7	0,3
	Boy	5	6,0	5,7	0,3
Control class					
1 class	**Girl**	5	6,1	6,0	0,1
	Boy	5	6,1	6,1	0
2nd grade	**Girl**	5	6,1	6,0	0,1
	Boy	5	5,9	5,9	0
grade 3	**Girl**	5	6,1	6,0	0,1
	Boy	5	6,0	5,9	0,1
4th grade	**Girl**	5	6,0	5,9	0,1
	Boy	5	6,0	5,9	0,1

The speed qualities of junior schoolchildren were determined by the test "Run 30 m". Although there was no statistical difference between our experimental and control classes, the annual gain naturally increased by 0.1 seconds for girls in grades 1-2. 0.7 seconds for girls in grades 2-3. And for 0.1 seconds between 3-4 grades. Boys, on the other hand, grew naturally in 0.1 seconds between grades 1–2. And in 0.1 seconds in grades 2-3.

After the girls' experiments, the indicator increased in grades 1 by 0.2 seconds, in 2 grades - 0.7 seconds, in 3 grades - 0.1 seconds, and in 4 grades - 0.3 seconds ... For boys, the indicator in the 1st grade increased by 0.3 seconds, in the 2nd grade - by 0.1 seconds, in the 3rd grade - by 0.2 seconds and in the 4th grade - by 0.3 seconds. but there was no statistical difference between girls and boys.

1) As a result of the analysis of scientific literature and generalization of the practice of physical education in general education schools, it has been established that national and motor games play an important role in the development of speed in younger schoolchildren and affect their physical fitness.

2) Experience has shown that the regular use of national and motor games for the development of dexterity helps to increase the physical activity and interest of primary school students.

3) The quality of teaching materials improved with 60% of national and movement games being held outdoors and 40% in the school gym.

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